



House of Representatives

File No. 835

General Assembly

January Session, 2015

(Reprint of File No. 284)

Substitute House Bill No. 6834
As Amended by House Amendment
Schedule "A"

Approved by the Legislative Commissioner
May 15, 2015

**AN ACT CONCERNING COLLABORATION BETWEEN BOARDS OF
EDUCATION AND SCHOOL RESOURCE OFFICERS AND THE
COLLECTION AND REPORTING OF DATA ON SCHOOL-BASED
ARRESTS.**

Be it enacted by the Senate and House of Representatives in General
Assembly convened:

1 Section 1. (NEW) (*Effective July 1, 2015*) Each local or regional board
2 of education that assigns a school resource officer to any school under
3 the jurisdiction of such board shall enter into a memorandum of
4 understanding with a local law enforcement agency or the Division of
5 State Police within the Department of Emergency Services and Public
6 Protection regarding the role and responsibility of such school
7 resource officer. Such memorandum of understanding shall include
8 provisions addressing daily interactions between students and school
9 personnel with school resource officers and may include a graduated
10 response model for student discipline. For the purposes of this section,
11 "school resource officer" means a sworn police officer of a local law
12 enforcement agency or a sworn officer of the Division of State Police
13 within the Department of Emergency Services and Public Protection
14 who has been assigned to a school pursuant to an agreement between

15 the local or regional board of education and the chief of police of a
16 local law enforcement agency or the commanding officer of the
17 Division of State Police.

18 Sec. 2. (NEW) (*Effective July 1, 2015*) (a) As used in this section:

19 (1) "Student" means a person who is enrolled in a school under the
20 jurisdiction of a local or regional board of education;

21 (2) "School property" means the real property comprising a public
22 elementary or secondary school under the jurisdiction of a local or
23 regional board of education;

24 (3) "School day" means the hours in which a school is open to
25 students for regular classroom instruction, intramural or
26 interscholastic athletics, or extracurricular activities;

27 (4) "School-sponsored event" means any school activity conducted
28 on or off school property regardless of when such school activity is
29 conducted; and

30 (5) "School-based arrest" means an arrest of a student for conduct of
31 such student on school property or at a school-sponsored event.

32 (b) The Department of Education shall annually examine data
33 relating to in-school suspensions, out-of-school suspensions,
34 expulsions and school-based arrests that has been submitted as part of
35 the strategic school profile report pursuant to section 10-220 of the
36 general statutes, as amended by this act, and shall disaggregate such
37 data by school, race, ethnicity, gender, age, students with disabilities,
38 English language learners, as defined in section 10-76kk of the general
39 statutes, students who are eligible for free or reduced priced lunch
40 pursuant to federal law and regulations, and type of offense for which
41 the school-based arrests were made and the number of arrests made
42 annually at each school within the school district. The department shall
43 annually submit a report to the State Board of Education regarding the
44 examination and disaggregation of such data and make the report

45 available on the department's Internet web site.

46 Sec. 3. Subsection (c) of section 10-220 of the general statutes is
47 repealed and the following is substituted in lieu thereof (*Effective July*
48 *1, 2015*):

49 (c) Annually, each local and regional board of education shall
50 submit to the Commissioner of Education a strategic school profile
51 report for each school under its jurisdiction and for the school district
52 as a whole. The superintendent of each local and regional school
53 district shall present the profile report at the next regularly scheduled
54 public meeting of the board of education after each November first.
55 The profile report shall provide information on measures of (1) student
56 needs, (2) school resources, including technological resources and
57 utilization of such resources and infrastructure, (3) student and school
58 performance, including truancy, in-school suspensions, out-of-school
59 suspensions and expulsions, (4) the number of students enrolled in an
60 adult high school credit diploma program, pursuant to section 10-69,
61 operated by a local or regional board of education or a regional
62 educational service center, (5) equitable allocation of resources among
63 its schools, (6) reduction of racial, ethnic and economic isolation, [and]
64 (7) special education, and (8) school-based arrests, as defined in section
65 2 of this act. For purposes of this subsection, measures of special
66 education include (A) special education identification rates by
67 disability, (B) rates at which special education students are exempted
68 from mastery testing pursuant to section 10-14q, (C) expenditures for
69 special education, including such expenditures as a percentage of total
70 expenditures, (D) achievement data for special education students, (E)
71 rates at which students identified as requiring special education are no
72 longer identified as requiring special education, (F) the availability of
73 supplemental educational services for students lacking basic
74 educational skills, (G) the amount of special education student
75 instructional time with nondisabled peers, (H) the number of students
76 placed out-of-district, and (I) the actions taken by the school district to
77 improve special education programs, as indicated by analyses of the
78 local data provided in subparagraphs (A) to (H), inclusive, of this

79 subdivision. The superintendent shall include in the narrative portion
80 of the report information about parental involvement and [if] any
81 measures the district has taken [measures] to improve parental
82 involvement, including, but not limited to, employment of methods to
83 engage parents in the planning and improvement of school programs
84 and methods to increase support to parents working at home with
85 their children on learning activities. For purposes of this subsection,
86 measures of truancy include the type of data that is required to be
87 collected by the Department of Education regarding attendance and
88 unexcused absences in order for the department to comply with
89 federal reporting requirements and the actions taken by the local or
90 regional board of education to reduce truancy in the school district.
91 Such truancy data shall be considered a public record, [for purposes of
92 chapter 14] as defined in section 1-200.

93 Sec. 4. Subsection (c) of section 10-10a of the general statutes is
94 repealed and the following is substituted in lieu thereof (*Effective July*
95 *1, 2015*):

96 (c) The state-wide public school information system shall:

97 (1) Track and report data relating to student, teacher and school and
98 district performance growth and make such information available to
99 local and regional boards of education for use in evaluating
100 educational performance and growth of teachers and students enrolled
101 in public schools in the state. Such information shall be collected or
102 calculated based on information received from local and regional
103 boards of education and other relevant sources. Such information shall
104 include, but not be limited to:

105 (A) In addition to performance on state-wide mastery examinations
106 pursuant to subsection (b) of this section, data relating to students shall
107 include, but not be limited to, (i) the primary language spoken at the
108 home of a student, (ii) student transcripts, (iii) student attendance and
109 student mobility, (iv) reliable, valid assessments of a student's
110 readiness to enter public school at the kindergarten level, and (v) data

111 collected, if any, from the preschool experience survey, described in
112 section 10-515;

113 (B) Data relating to teachers shall include, but not be limited to, (i)
114 teacher credentials, such as master's degrees, teacher preparation
115 programs completed and certification levels and endorsement areas,
116 (ii) teacher assessments, such as whether a teacher is deemed highly
117 qualified pursuant to the No Child Left Behind Act, P.L. 107-110, or
118 deemed to meet such other designations as may be established by
119 federal law or regulations for the purposes of tracking the equitable
120 distribution of instructional staff, (iii) the presence of substitute
121 teachers in a teacher's classroom, (iv) class size, (v) numbers relating to
122 absenteeism in a teacher's classroom, and (vi) the presence of a
123 teacher's aide. The department shall assign a unique teacher identifier
124 to each teacher prior to collecting such data in the public school
125 information system;

126 (C) Data relating to schools and districts shall include, but not be
127 limited to, (i) school population, (ii) annual student graduation rates,
128 (iii) annual teacher retention rates, (iv) school disciplinary records,
129 such as data relating to suspensions, expulsions and other disciplinary
130 actions, (v) the percentage of students whose primary language is not
131 English, (vi) the number of and professional credentials of support
132 personnel, [and] (vii) information relating to instructional technology,
133 such as access to computers, and (viii) disaggregated measures of
134 school-based arrests pursuant to section 2 of this act.

135 (2) Collect data relating to student enrollment in and graduation
136 from institutions of higher education for any student who had been
137 assigned a unique student identifier pursuant to subsection (b) of this
138 section, provided such data is available.

139 (3) Develop means for access to and data sharing with the data
140 systems of public institutions of higher education in the state.

This act shall take effect as follows and shall amend the following sections:		
Section 1	<i>July 1, 2015</i>	New section
Sec. 2	<i>July 1, 2015</i>	New section
Sec. 3	<i>July 1, 2015</i>	10-220(c)
Sec. 4	<i>July 1, 2015</i>	10-10a(c)

The following Fiscal Impact Statement and Bill Analysis are prepared for the benefit of the members of the General Assembly, solely for purposes of information, summarization and explanation and do not represent the intent of the General Assembly or either chamber thereof for any purpose. In general, fiscal impacts are based upon a variety of informational sources, including the analyst's professional knowledge. Whenever applicable, agency data is consulted as part of the analysis, however final products do not necessarily reflect an assessment from any specific department.

OFA Fiscal Note

State Impact:

Agency Affected	Fund-Effect	FY 16 \$
Education, Dept.	GF - Cost	10,000

Note: GF=General Fund

Municipal Impact: None

Explanation

The bill requires the State Department of Education (SDE) to disaggregate data on (1) in-school and out-of-school suspensions and expulsions and (2) school-based arrests. The bill requires the new data to be disaggregated by school, race, ethnicity, gender, age, disability status, English language learner status, free and reduced hot lunch, offense type, and the number of arrests at each school. It is anticipated that this requirement would result in a one-time cost of less than \$10,000 to SDE associated with data collection validations and modifying the strategic school profile report to include data on the new requirements.

The bill makes various other changes, including requiring a local or regional school board that assigns a sworn police officer to a school (i.e., school resource officer) to enter into a memorandum of understanding (MOU) with the local police department or the Division of State Police that defines the officer's role and responsibilities. The changes do not result in a fiscal impact as they are procedural in nature.

House "A" added subgroups for data collection and reporting, and did not result in a fiscal impact

The Out Years

There are no costs in the out years, as the cost is one-time in nature.

OLR Bill Analysis**sHB 6834 (as amended by House "A")******AN ACT CONCERNING COLLABORATION BETWEEN BOARDS OF EDUCATION AND SCHOOL RESOURCE OFFICERS AND THE COLLECTION AND REPORTING OF DATA ON SCHOOL-BASED ARRESTS.*****SUMMARY:**

This bill requires a local or regional school board that assigns a sworn police officer to a school (i.e., school resource officer) to enter into a memorandum of understanding (MOU) with the local police department or the Division of State Police that defines the officer's role and responsibilities. The MOU must address daily interactions among students, school personnel, and police officers, and can include a graduated response model for student discipline (see BACKGROUND).

By law, each local and regional school board must submit to the education commissioner an annual strategic school profile (SSP) with certain required data (e.g., student performance and school resources) for each of its schools and the district as a whole. The bill adds to this requirement data on (1) in-school and out-of-school suspensions and expulsions and (2) school-based arrests.

As a separate reporting requirement, the State Department of Education (SDE) must disaggregate the new data the bill requires by school, race, ethnicity, gender, age, disability status, English language learner (ELL) status, free and reduced price lunch eligibility, offense type, and the number of arrests at each school. By law, an ELL is a student that a local or regional board of education reports to SDE as an ELL student (CGS § 10-76kk). SDE must report annually to the State Board of Education (SBE) on the disaggregation of the data and make the report available to the public on the department website.

*House Amendment "A" adds ELL status and free and reduced price lunch eligibility to the list of student characteristics that SDE must disaggregate and include in a report to SBE.

EFFECTIVE DATE: July 1, 2015

SCHOOL-BASED ARRESTS

Definition

The bill defines a "school-based arrest" as an arrest of a student for conduct on school property or at a school-sponsored event, which is a school activity conducted on or off school property regardless of when it takes place. The arrest must also be of a student enrolled in a school under the local or regional board of education responsible for submitting that student's information for the SSP.

BACKGROUND

Graduated Response Model

The Juvenile Justice Advisory Committee, which advises the governor and the Office of Policy and Management on juvenile justice and delinquency prevention, developed a model MOU for use between districts and police departments. The graduated response model in its MOU contains guidelines on classroom intervention; school administrative intervention, assessment, and service provision; and law enforcement intervention.

COMMITTEE ACTION

Education Committee

Joint Favorable Substitute

Yea 32 Nay 0 (03/11/2015)

Public Safety and Security Committee

Joint Favorable

Yea 24 Nay 0 (04/14/2015)